

Analyzing Your School's Data



Please scan the yellow handout,
Helping A School Achieve Quality Data,
with a focus on your school's data
quality for discussion at 8:50.

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January 22, 2010

What are *your* objectives for today?

- What data other schools collect and how used?
- Is there a successful way to convince teachers of data's value?
- Methods for gathering data
- How much data is shared with parents/students?
- Ideas about what prof dev can be provided to ensure quality data
 - (creating assessments, etc.)
- How to take existing data and look at it in different ways
- Can we come up with recommendations for newbies? (where to start, what data to use, etc.)
- How do you ensure or monitor that assessments are being administered and data considered?

Color Question Brainstorming

With your group:

1. Think about all the data you do/can gather at your school.
2. Create questions that will help you consider and analyze about that data in 3 categories
 1. Purple - Imagination, Ingenuity, Possibility
 2. Green - Data, Facts, Figures
 3. Blue - Judgments, Opinions, Values
3. Write the questions on the corresponding color - big print
4. Post them in the general area of the same color questions.

Color Question Brainstorming



PURPLE - Imagination, Possibility

- What might happen if...
- Could it be that...
- What will we learn from...
- What other ways can we look at...
- Is it possible to use data to...
- Specific questions:
 - What might happen if you don't like what the data tells you?
 - What would happen if teachers used data for grouping?
 - What if there is a lack of required technology?
 - What might happen if the learning environments are unified?
- What things affect data/collection:
 - Colors, sounds, smell, temperatures, physical needs, using data to "judge" teachers



GREEN - Data, Facts, Figures

- How many...
- How much...
- Do we have the right data to...
- Under what conditions does...
- Describe qualitative vs. quantitative...
- The validity of data may be in question when...
- How often...
- How do we collect...
- Specific questions:
 - Is there ever too much data?
 - How many staff members need to...
 - What are ways to measure school quality beyond AYP/UPASS?
 - What data is best for a given group? (i.e., teacher parent, students, etc...)



BLUE - Judgment, Opinion, Values

- Why is it that...
- What's the best way to...
- How would a parent use...
- How will this data affect...
- What is the best way to...
- Our mission can be best measured by...
- Specific questions:
 - What is the best way to track behavior?
 - What if teachers don't want to collect data?
 - How do we convince teachers that data is valuable?
 - How do we communicate the data to board, parents, teachers, students, donors, Fed, State...?
 - What's the best way to gather data?

What are the
consequences
when students do
not learn?

You don't have to be a statistician to use data!

- The aim of data analysis isn't to gather large quantities of data, but to **gather and use meaningful** data. (Schmoker, 2003)
- The **first step** in using data is to overcome the ***belief*** that the process is overwhelming and too complicated. (Flowers & Carpenter, 2009)

Three factors that often influence data use

A. Types of data available to the school

B. Technology and data-system capacity

C. School conditions and practices

Principal as an instructional leader within the context of effective data use...

- *Responses to external accountability requirements*
- *Public tracking of educational performance*
- *School improvement planning*
- Identify which data to use and what changes to make
- Formulate predictions about performance on high-stakes testing
- Monitor performance data combined with strategically matching the correct intervention with the correct student

Which data do principals use and how do they use data?



- Cultural factors
 - Loosely coupled systems
 - Shift in focus from teaching to learning
 - Using data as opportunities for dialogue
 - Using data for inquiry and calibration
- Technical Factors
 - Computer systems
 - Administrator's skill level
- Political Factors
 - Facts surface - threat
 - Public tracking - fear

What barriers and facilitators do principals encounter when using data?



- Collaborative dialogue
- Teacher learning communities
- Culture of evidence-based decision making

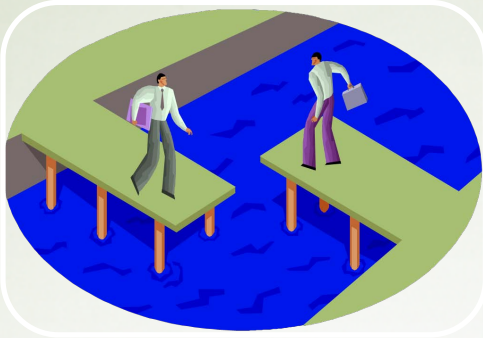
What structures do principal create to promote data-informed instructional decisions?



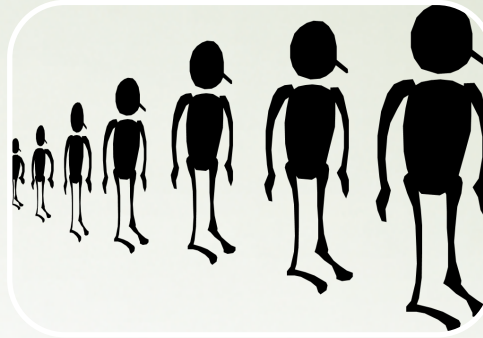
How are you involving your staff in data-based decision making? How do you foster a data-focused school culture?

- Staff development (pulled data results off USOE site - show them it's not mysterious or unavailable)
- Printed CRT blueprints (schedule instruction/curriculum mapping)
- Regularly scheduled team focus meetings on individual student progress
- Include the teachers in developing benchmarks
- Making data friendly
- Explain intricacies of high-stakes test (AYP/UPASS, etc.)
- Affective survey (i.e., college readiness)
- Look at multiple years of grade level CRT reports (i.e., 2nd grade for the last 3 years, what trends surface—and/or analyze same group of students and their achievement from year-to-year.)
- Principal meets with entire grade level of students to discuss importance—meets individually with students, as well
- Teachers send individual students to share success with principal, secretaries, previous teacher, etc.

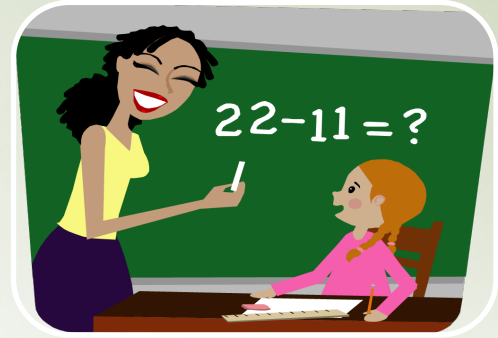
Sources of Data



Perception Data



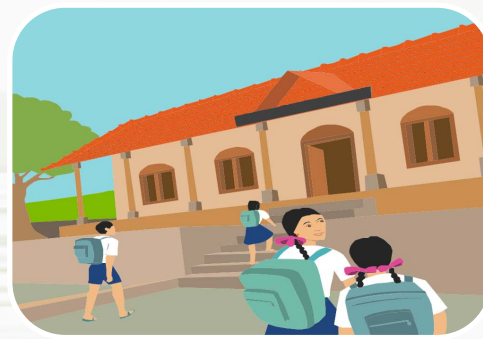
Demographic Data



Student Learning Data



Reflection Data



School Process Data



Other Data???

Types of Student Learning Assessment



Screening
(Pre-tests)

Diagnostic
("Practice"
or "Prep"
Tests)

Progress
Monitoring
(Formative)

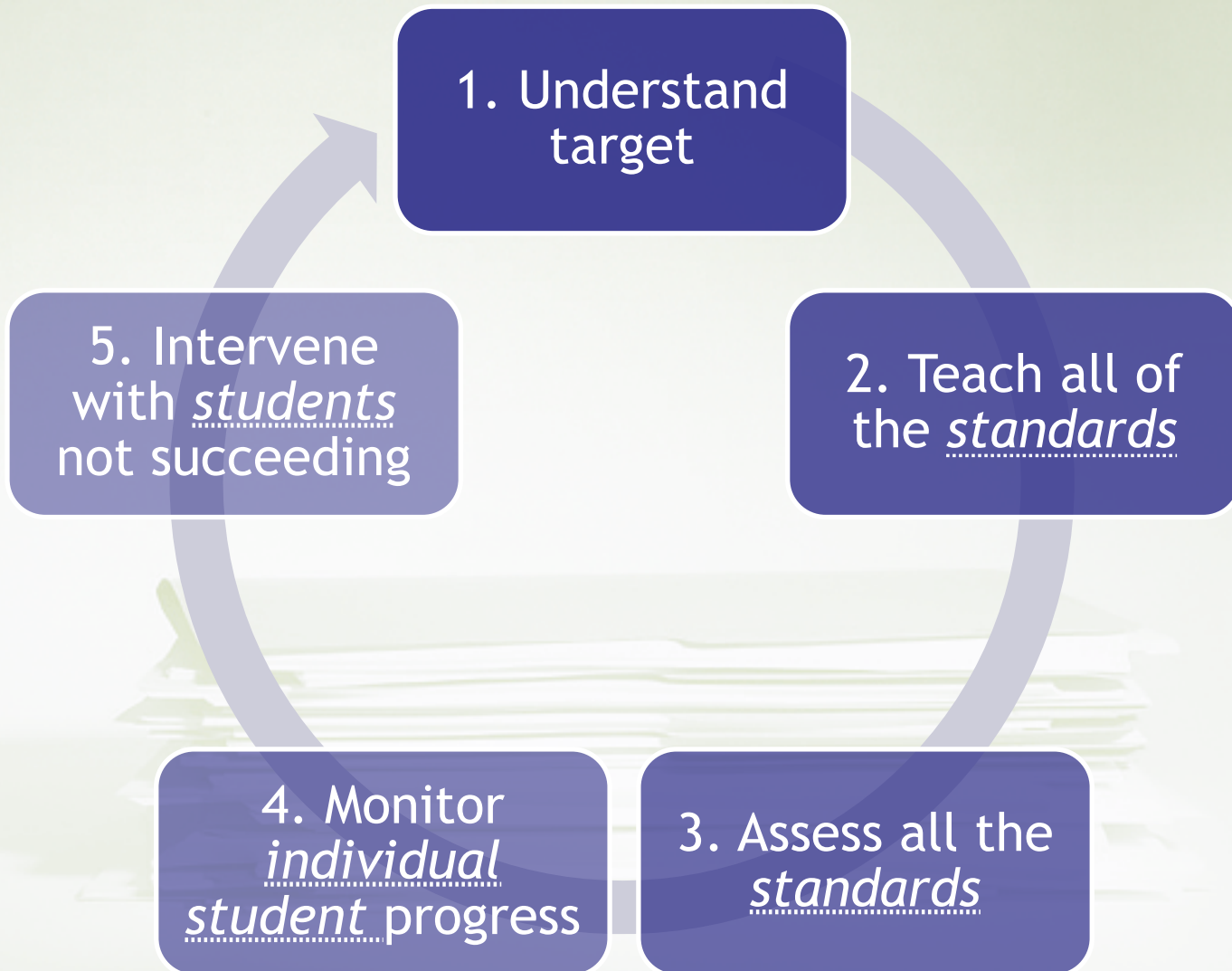
Outcome
(Summative)

So many processes, so little time...

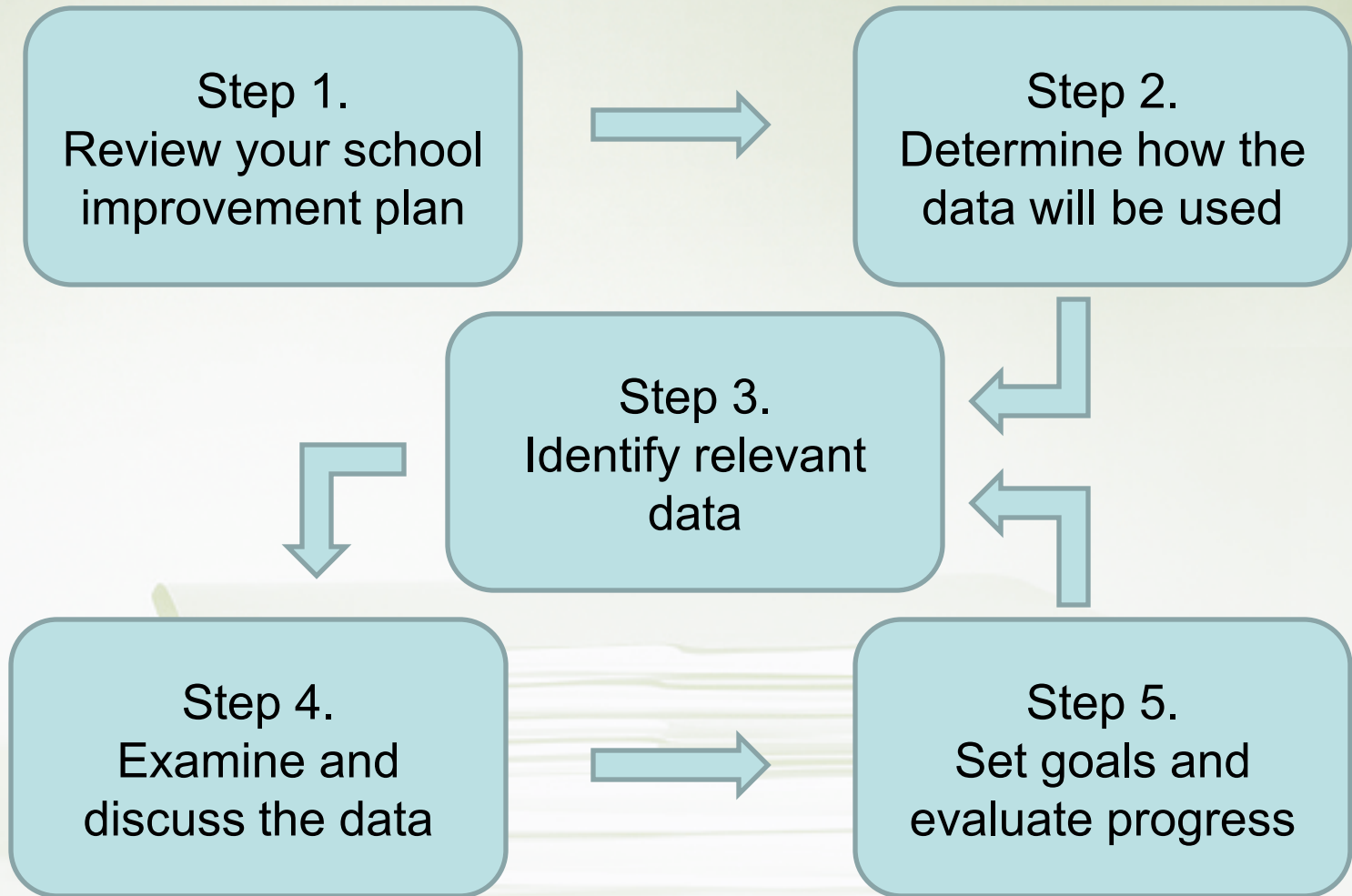


(Heritage & Chen, 2005)

Another process...



And another...



SMART Goals

Specific

Measurable

Attainable

Realistic

Timely

Where are you now?

- What are the current outcomes of your goals?
- Are these the ones you want to sustain?
- If not, where do you go from here?
- If so,
 - what is the rationale for sustaining?
 - what is the process for sustaining?

Using data to make decisions can have an extraordinary effect on the school.

Benefits:

- **Make better decisions because they're based on informed reflection
- *Data provides support for your decisions
- *Data provides a way to evaluate the success or failure of your decisions
- *Data assists in concretely demonstrating the needs of your school so you can lobby for the resources to assist in implementing your programs

(Flowers & Carpenter, 2009)

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when students do
not learn?

Did we meet *your* objectives today?





Don't be afraid to look closely even though *you or others* may or may not like what you see. Take on the challenge!